



Aiskew, Leeming Bar
Church of England Primary School

'Rooted in love and growing together
to become lifelong learners'

PSHE and RSE POLICY

Date written: June 2020

Date agreed and ratified by the Board of Governors: September 2020

Signed: _____
(Headteacher)

Date: _____

Signed: _____
(on behalf of the Board of Governors)

Date: _____

Date of review: Summer 2023

Aiskew, Leeming Bar CE Primary School

PSHE and RSE Policy

Introduction

'Today's children and young people are growing up in an increasingly complex world and living their lives seamlessly on and offline. This presents many positive and exciting opportunities, but also challenges and risks. In this environment, children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way.' Secretary of State, the DfE.

We use a comprehensive programme called 1Decision to deliver our PSHE and RSE curriculum. This has been chosen because it reflects the need and maturity of our pupils. It is taught through 2 characters of Deedee and Darlee whom the pupils relate to. It uses video and scenarios to help children make appropriate choices.

From September 2020, Relationships and Health Education are compulsory in all primary schools in England. For primary aged children this includes curriculum content under two headings (DfE 2019):

Relationships Education

Families and people who care for me
Caring Friendships
Respectful Relationships
Online Relationships
Being safe
Health and prevention
Basic first aid
Changing adolescent body

Health Education

Mental wellbeing
Internet safety and harms
Physical health and fitness
Healthy Eating
Drugs, alcohol and tobacco

This DfE guidance clearly states the statutory requirements, i.e. what children must be taught by the end of primary school. Health Education includes learning about 'the changing adolescent body' to equip children to understand and cope with puberty. The National Curriculum for Science (also a compulsory subject), includes learning the correct names for the main external body parts, learning about the human body as it grows from birth to old age and reproduction in some plants and animals (which could include human beings). Therefore Relationships Education, Health Education and Science are compulsory subjects and parents/carers do not have the right to withdraw their children from these.

It is up to primary schools to determine what is meant by 'Sex Education'. At Aiskew, Leeming Bar CE Primary School the agreed definition is 'human reproduction', and this is taught briefly within Science, alongside other animal and plant reproduction. However it is in our RSE that we go into age appropriate detail; this is only taught to our Year 6 pupils. Parents/carers have the right to request their child is withdrawn from these specific lessons.

Curriculum Statement

Intent

At Aiskew, Leeming Bar CE Primary School, we believe that PSHE and RSE enables every member of our school family to grow and flourish into well-developed individuals who are inclusive, independent and inspired learners, equipped with the knowledge, skills and

wisdom needed to succeed in life. It ensures that they are able to lead confident, healthy, independent lives, in order to become informed, active and responsible citizens. PSHE also flows through all other curriculum areas.

PSHE education contributes to personal development by helping pupils to build their confidence, resilience and self-esteem, and to identify and manage risk, make informed choices and understand what influences their decisions. It enables them to recognise, accept and shape their identities, to understand and accommodate difference and change, to manage emotions and to communicate constructively in a variety of settings by developing their emotional literacy. Developing an understanding of themselves, empathy and the ability to work with others will help pupils to form and maintain good relationships, develop the essential skills for future employability and better enjoy and manage their lives which is at the heart of our vision of developing lifelong learners. Resilience and empathy are key components of our Building Learning Power teaching. From September 2020, Relationships Education at primary school will be compulsory. We believe that, to be effective, RSE should always be taught within a broader PSHE education programme. RSE enhances and is enhanced by learning related to topics including anti-bullying; keeping safe on and off line; keeping physically and mentally healthy, learning about drugs, alcohol and tobacco; and the development of skills and attributes such as communication skills, managing peer pressure, risk management, resilience and decision making.

We intend that PSHE and RSE at Aiskew, Leeming Bar CE Primary School:

- Promotes the spiritual, moral, cultural, mental and physical development of all pupils.
- Prepares pupils for the opportunities, responsibilities and experiences of later life.
- Encourages pupils to value themselves and others.
- Allows pupils to acknowledge and appreciate difference and diversity.
- Teaches pupils how to make informed choices.
- Prepares pupils to be positive and active members of a democratic society.
- Teaches pupils to understand what constitutes a safe and healthy lifestyle.
- Provides a framework in which sensitive discussions can take place.
- Promotes safety in forming and maintaining relationships.
- Provides pupils with a toolkit for understanding and managing their emotions.
- Provides pupils with the opportunities to consider issues which may affect their own lives and/or the lives of others.
- Helps pupils to identify the characteristics of healthy relationships, how relationships may affect mental and physical health; and how to stay safe online.
- Prepares pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene.
- Helps pupils develop feelings of self-respect, confidence and empathy.
- Creates a positive culture around issues of sexuality and relationships.
- Teaches pupils the correct vocabulary to describe themselves and their bodies.

At Aiskew, Leeming Bar CE Primary School, we aim to build a PSHE curriculum which develops learning and results in the acquisition of knowledge, skills and wisdom to become lifelong learners, alongside a sense of belonging to a loving, extended school family. Through this, we hope to enable children to access the wider curriculum and be prepared to be global citizens now and in their future roles within a global community who are well-developed and inclusive individuals.

Implementation

Our curriculum is built on discussion. The unique sliding doors approach to decision-making found in the 1Decision scheme of work supports in depth discussion of key life moments, ensuring children understand key concepts and are engaged in active discussion. 1Decision is designed as a spiral curriculum. This allows children to revisit previous learning which supports our learners best in a mixed aged class.

Overarching themes	Y1 and Y2 units are as follows:	Y3 and Y4 units are as follows:	Y5 and Y6 units are as follows:
Staying/keeping safe	Road safety Tying shoe laces Staying safe Leaning out of windows	Cycle safety Peer pressure Adults' views Children's views	Water safety
Staying/keeping healthy	Healthy eating Washing hands Brushing teeth medicine	Healthy living Smoking Adults' views Children's views	Alcohol
Relationships	Bullying Friendship Body language Touch	Appropriate touch	Puberty (Y5) Adults' views Children's views Conception (Y6)
Being responsible	Practice makes perfect Water spillage Helping someone in need, Stealing	Coming home on time	Looking out for others Adults' views Children's views Stealing
Feelings and emotions	Jealousy, Worry Anger, Grief	Jealousy	Anger, Worry Adults' views Children's views
Computer safety	Online bullying Image sharing Making friends online Computer safety documentary	Online bullying Image sharing Adults' views Children's views	Making friends online
Money matters	Money matters		
The working world		Chores at home Enterprise Adults' views Children's views	In-App purchases
Hazard watch	Is it safe to eat or drink? Is it safe to play with?		
A world without judgement		Breaking down barriers	Inclusion and Acceptance Adults' views Children's views British Values

Our curriculum builds on skills previously learnt and is timed to match our pupils' needs. This sequencing and our use of specific age-appropriate videos mean that children commit key knowledge to long-term memory. Our pupil self-assessment journeys means that our children can work towards clearly defined end points. The scheme of work embeds social and emotional aspects of learning within our whole school PSHE and RSE programme.

RSE is taught within the personal, social and health (PSHE) education curriculum. Some biological aspects of sex education are taught within the science curriculum. PSHE and RSE are taught by the class teacher. We teach using a 2 year rolling programme for Y1 – Y6 using the following groupings: Y1/Y2 and Y3/Y4 and Y5/Y6. A discussion group may also be led by a teaching assistant who normally works within the class and knows the children well. It is only the 'Puberty' unit which is taught solely to Year 5 and 'Reproduction' which is taught solely to Y6. See Long Term Plan (Appendix 1).

Impact

We have adopted the workbooks created by 1Decision and believe effective progression of knowledge may be viewed in these and in discussion records found in Big Books within each class.

Our PSHE curriculum prepares pupils for all aspects of life. In particular, the resources we use mirror the new statutory elements of the curriculum and ensure that our pupils are ready for the next stage of their learning and have the emotional literacy and skills to keep themselves healthy and safe and have the ability to form and maintain appropriate relationships.

Statutory requirements

At Aiskew, Leeming Bar CE Primary School, we teach PSHE and RSE as set out in this policy. The Department for Education has introduced compulsory Relationships Education for primary pupils from September 2020. Also, from September 2020 it will be compulsory for all schools to teach Health Education. Through these subjects, we want to support all young people to be happy, healthy and safe – we want to equip them for adult life and to make a positive contribution to society. 1Decision scheme of work was adopted by the whole school because it comprehensively covers the new requirements at a level that is appropriate to our current pupils.

Definition

RSE is part of lifelong learning about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health. RSE, within PSHE, aims to give children and young people essential skills for building positive, enjoyable, respectful and non-exploitive relationships and the skills to stay safe both on and off line. It enables pupils to explore their own and other's attitudes and values and builds their self-esteem and confidence to view their own sexuality positively. RSE is not about the promotion of sexual activity.

As part of a whole-school approach, PSHE education develops the qualities and attributes pupils need to thrive as individuals, family members and members of society. PSHE education equips pupils to live healthy, safe, productive, capable, responsible and balanced lives. It encourages them to be enterprising and supports them in making effective transitions, positive learning and career choices and in achieving economic wellbeing.

Teaching and Learning of PSHE and RSE

At Aiskew, Leeming Bar CE Primary School, we believe that pupils should be taught about the society in which they are growing up. We teach pupils to foster respect for others and through their actions show they value others, as well as educating pupils about healthy relationships. Our school's Christian values are at the heart of how we treat one another and children are expected to demonstrate these on a daily basis.

We believe that RSE should meet the needs of all pupils, whatever their developing sexuality or identity – this should include age-appropriate teaching about different types of relationships in the context of the law. Pupils should receive teaching on LGBTQ relationships, which is delivered through our 1Decision scheme of work, for example, through teaching about different types of family, including those with same sex parents. We strive to be inclusive and are aware that the families we serve come in many permutations.

Adults and pupils alike are encouraged to use the correct scientific words when talking about body parts. Familiar terms may be used by the children but these will always be backed up by the adult using the correct scientific name.

When delivering RSE, adults are not to talk about their own sexual experiences and should not answer any questions which may arise. Instead, politely explain to children that this is not what is being discussed.

If a child talks about an aspect of sex education which is more advanced and therefore inappropriate for the other pupils, this should not be pursued in an open forum but discussed as soon as reasonably possible with the child and another member of staff and/or parent/carer. In the event of this happening, parents/carers should always be informed.

Adults leading PSHE and RSE sessions need to be prepared that this could lead to disclosures being made. As above, this should not be pursued in an open forum but discussed as soon as reasonably possible with the child. Normal safeguarding procedures would be followed following a disclosure.

Although we follow the 1Decision scheme of work, we are also mindful of current issues which arise both within and outside of school. These are dealt with as they arise through using appropriate resources and techniques such as through circle time or draw and talk.

EYFS

Personal, Social and Emotional Development forms part of the Prime areas of learning within the EYFS curriculum. Within this area, there are 3 strands of self-confidence and self-awareness; managing feelings and behaviour; and making relationships. Our EYFS staff skilfully plan individualised learning activities which support children in achieving their next steps in order to attain their Early Learning Goal. EYFS does not follow the 1Decision scheme of work.

Pupils with SEND

As far as is appropriate, pupils with special educational needs should follow the same PSHE education programme as all other students. Careful consideration is given concerning the level of differentiation needed, and in some cases the content or delivery will have to be adapted. Teachers and/or teaching assistants work with individual pupils where required, and if appropriate.

Inclusivity

Inclusivity is at the heart of what we do, which is especially important given the number of SEND and EAL learners. We ensure our curriculum is inclusive so that we can support pupils in developing knowledge, vocabulary and confidence to be able to communicate any safeguarding issues and help develop their understanding of previous or potential life experiences.

Mental Health

The promotion of good mental health plays an important part in how the school operates for both staff and pupils. Adults strive to live out the school's eight Christian values in how talk and deal with one another. Being a very small school has its positives and its challenges – as a staff we make time to ensure we talk with one another and offer support as needed. All staff have been trained by Compass Buzz Mental Health to level 1; three members of staff have been trained to level 2; and two members of staff have level 3 training. One staff member is a 'wellbeing champion'.

Both classrooms promote positive mental health through having emotional check-in boards for all children to use throughout the day. There are reflection areas within both classrooms where children may go to 'ponder' and both classrooms have cosy reading corners which may offer comfort to a child. In addition to this, children use the entrance hall where they can safely have time out in order to restore their mood. There are also mindful activities available for children who may need a brain break.

Roles and responsibilities

The governing body will approve the PSHE and RSE policy, and hold the Headteacher to account for its implementation. The Headteacher is responsible for ensuring that PSHE and RSE is taught consistently across the school, and for managing requests to withdraw pupils from components of RSE (unless it forms part of the science curriculum).

Staff

Staff are responsible for:

- Delivering PSHE and RSE in a sensitive way
- Modelling positive attitudes to RSE
- Ensuring all pupils are well equipped to deal with many challenges that they face as they grow up in our ever evolving, digitalised world
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents wish them to be withdrawn from the non-statutory/non-science components of PSHE and RSE.
- Staff do not have the right to opt out of teaching PSHE or RSE. Staff who have concerns about teaching RSE are encouraged to discuss this with the Headteacher.

Pupils

Pupils are expected to engage fully in PSHE and, when discussing issues related to RSE, treat others with respect and sensitivity.

Parents'/carers' right to withdraw

The school is well aware that the primary role in children's relationships and sex education lies with parents and carers. We wish to build a positive and supportive relationship with the parents of children at our school through mutual understanding, trust and co-operation. In promoting this objective we:

- Make available online, via the school's website, this PSHE and RSE Policy.

- Answer any questions that parents may have about the RSE/PSHE education of their child.
- Take seriously any issue that parents raise with teachers or governors about this policy or the arrangements for RSE/PSHE in the school.
- Inform parents about the best practice known with regard to RSE, so that the teaching in school supports the key messages that parents and carers give to children at home. We believe that, through this mutual exchange of knowledge and information, children will benefit from being given consistent messages about their changing body and their increasing responsibilities.
- At the launch of our PSHE and RSE 1Decision scheme of work, parents were invited into school to see the content and materials used with the children. This is then repeated as new children join the school.
- Before the puberty and conception units are taught in Y5 and Y6, the parents / carers of this group of pupils are invited into school to look at the material themselves so they can support further discussions at home, knowing exactly what has been discussed.

If a parent wishes their child to be withdrawn from the sex education elements of RSE, they should discuss this with the Headteacher, It would only be the Y6 module of 'conception' that would fit this criteria.

Parents should be aware that schools are legally required to provide a broad, balanced curriculum.

Sex education topics can arise incidentally and overlap with relationships education lessons and it is not possible to withdraw pupils from these relatively limited and often unplanned discussions however any such conversations are always handled in a very sensitive way and curtailed/limited to a small group of pupils rather than the whole class. Requests for withdrawal should be put in writing and addressed to the Headteacher. A copy of withdrawal requests will be placed in the pupil's educational record. The Headteacher will discuss the request with parents and take appropriate action. Alternative work will be given to pupils who are withdrawn from these lessons.

Training

Staff have been trained on the delivery of PSHE and RSE the using 1Decision and it is included in our continuing professional development calendar. The Headteacher will also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSE if required.

Monitoring arrangements

The delivery of PSHE and RSE is monitored by Bethany Stanley (Headteacher/PSHE/RSE lead) through:

- Lesson observations
- Learning walks
- Feedback from staff
- Feedback from parents
- Feedback from children

Pupils' development in RSE is monitored by class teachers as part of our internal assessment systems.

The policy was reviewed Summer 2020
This policy will be reviewed Summer 2022

Appendix 1

PSHE and RSE and British Values LTP

At Aiskew, Leeming Bar CE Primary School we teach PSHE and RSE through the 1Decision scheme of work and British Values through The Linking Network scheme of work located at www.thelinkingnetwork.org.uk . Please see our SMSC Policy for further details.

	British Values	PSHE/RSE
Year A KS1	Democracy: Making it Fair 1 Making it Fair 2 Individual liberty: Living Together and Getting Along (What are the Rules?) Rule of Law: Only One You My Many Coloured Day Mutual respect: Everyone is special 3	Keeping/staying safe 1 Keeping/staying healthy 2 Relationships 1 Being responsible 2 Feelings & emotions 1 Computer safety 2
Year B KS1	Democracy: We all have a voice Rule of Law: Living Together and Getting Along (The Little Red Hen) Living Together and Getting Along (My role and the role of others in society) Individual liberty: How do I feel? Mutual respect: Everyone is special 1 Everyone is special 2	Keeping/staying safe 2 Keeping/staying healthy 1 Relationships 2 Being responsible 1 Feelings & emotions 2 Computer safety 1

	British Values	PSHE/RSE
Year A KS2	Democracy: Democracy for all 1 LKS2 Democracy for all 1 UKS2 Games without rules 1 LKS2 The rule of law: Games without rules 2 LKS2 Individual liberty: Plan to be good LKS2 Encouraging Difference (Giraffes Can't Dance) LKS2 Individual liberty UKS2 Mutual respect: Welcoming new people (Something Else) 1 LKS2	Being responsible Y4 Computer safety Y4 Being responsible Y6 Computer safety Y6 Keeping & staying safe Y4 Keeping & staying healthy Y4 Keeping & staying safe Y6 Keeping & staying healthy Y6 Feelings and emotions Y4 Growing & changing Y4 Feelings and emotions Y6 Growing and changing Y5 only puberty

	Welcoming new people (Something Else) 2 LKS2 People Equal Poem/ Performing the poem UKS2	Growing and changing Y6 only conception
Year B KS2	Democracy: Democracy for all 2 LKS2 Rule of Law: Games without rules 3 LKS2 Rules and laws 1 UKS2 Individual liberty: Encouraging Difference (Happy Feet) LKS2 Free to be me 1 LKS2 Individual liberty (Supporting other peoples' liberty) UKS2 Individual liberty (Staying free and avoiding peer pressure) UKS2 Mutual respect: We are Britain 1 LKS2 We are Britain 2 LKS2 Exploring the meaning of equality using the People Equal Poem UKS2	The working world Y4 A world without judgement Y4 Being responsible Y6 Computer safety Y6 Keeping Safe Y5 Keeping healthy Y5 Feelings and emotions Y5 A world without judgement Y6 Computer safety Y5 The working world Y5 The working world Y6 Growing and changing Y5 only puberty Growing and changing Y6 only conception
Year C KS2	Democracy: Campaign to support the crayons 1 LKS2 Games without rules 4 LKS2 Democracy for all 2 UKS2 Individual liberty: Free to be me 2 LKS2 Free to be me 3 LKS2 Individual liberty (Exploring Human Rights) UKS2 Mutual respect We are Britain 3 LKS2 We are Britain 4 LKS2 People Equal Poem, Illustrating the Poem UKS2	Being responsible Y4 Computer safety Y4 Being responsible Y6 Computer safety Y6 Keeping & staying safe Y4 Keeping & staying healthy Y4 Keeping & staying safe Y6 Keeping & staying healthy Y6 Feelings and emotions Y4 Growing & changing Y4 Feelings and emotions Y6 Growing and changing Y5 only puberty Growing and changing Y6 only conception
Year D KS2	Democracy: Campaign to support the crayons 2 LKS2 Rule of law: Rules and laws 2 UKS2 Individual liberty: Free to be me 4 LKS2 Express Yourself LKS2 Individual liberty (Exploring my individual liberties and my values) UKS2 Mutual respect: We are Britain 5 LKS2 We are Britain 6 and 7 LKS2 Writing a class People Equal poem UKS2	The working world Y4 A world without judgement Y4 Being responsible Y6 Computer safety Y6 Keeping Safe Y5 Keeping healthy Y5 Feelings and emotions Y5 A world without judgement Y6 Computer safety Y5 The working world Y5 The working world Y6 Growing and changing Y5 only puberty Growing and changing Y6 only conception